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Winter 2005

### POD Network News, Winter 2005

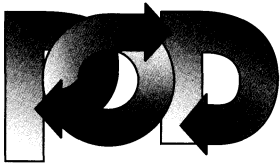
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### President's Column

I have said it before and I will say it again, "There are a lot of exciting things happening in POD!" The organization is growing in both numbers and scope and is reaching out to new constituencies.

#### *Growth in the POD Conference and in POD*

The annual conference in Montreal in November was very successful. We set an all-time record for a one-year increase in attendance with 678 attendees, up 32.5% from last year in Denver and 44% over two years ago in Atlanta. International delegations from Lebanon and Thailand came to learn about faculty development, POD, and the POD conference so they could start POD-like organizations in their own countries and regions.

In addition to the growth in conference attendance, the organization itself has grown. Frank and Kay Gillespie, POD Executive Directors, analyzed membership and report that our total membership is approaching 1,500. We had nearly 500 new members in 2004.

These figures indicate that POD is in a period of major growth. I believe this is the result of two intersecting factors: a changing environment in higher education toward more attention to teaching and learning and a strong outreach effort by POD leaders and members. The growth is good in that it will allow POD to do more to promote better teaching and learning throughout higher education. However, it will also challenge us to search for ways to retain the special traits of caring for and supporting one another that have made POD so distinctive and attractive to members in the past. The Core Committee has been talking about ways to do this, but it is obviously a topic on which all of us will need to focus.

#### *Work with Accrediting Organizations*

POD's contact with the regional accrediting associations continues to be fruitful. This alliance began last winter when I visited with the head of North Central, the largest of the six regional accrediting associations. The meeting led to the highly attended series of five sessions at North Central's annual conference last April.

That endeavor was so successful that North Central invited us to present again. This time, POD will be

offering three sessions at North Central's conference in Chicago on April 8-12, 2005. The sessions will address faculty development in the types of colleges where POD has the most room to grow—four-year colleges, masters-level and research intensive universities. Paul Kuerbis of Colorado College, Stewart Ross of Minnesota State University in Mankato, and Todd Zakrajsek of Central Michigan University will lead the sessions.

POD also sponsored a very successful half-day workshop at the Middle States Association's annual conference in Philadelphia in early December. Mary Deane Sorcinelli from the University of Massachusetts in Amherst and Phyllis Blumberg of the University of the Sciences in Philadelphia presented "Faculty Development: A Powerful Tool for a Successful Accreditation Visit." It was the highest-attended workshop at the conference, and the participants expressed great appreciation for the workshop being so interactive and productive!

#### *Core Continues Work on the POD Strategic Plan*

Last spring, the Core Committee identified four general areas that warranted high priority for POD as an organization. During its fall meeting prior to the conference, the Core moved forward by identifying specific action steps for each goal, who would take responsibility for these, and timelines for each action. The specific action projects that various people will be working on in the near future are as follows.

#### *Enhance MEMBER SERVICES*

- Develop capability to e-mail all members
- Enhance the POD website through Interactivity, updating, management, linkages, accessibility
- Welcome new members

#### *PROFESSIONALIZATION of Faculty Development*

- Develop guidebook/framework of core competencies in faculty development
- Do research on how organizations describe their profession
- Develop system for faculty developers to document their professional development

#### *Promoting ORGANIZATIONAL CHANGE in Higher Education*

- Get O.D. (organizational development) section on POD website

- Invite good university presidents to speak at POD conference
- Identify who/how many POD members are administrators
- Connect with veteran current or former POD members to learn what they have done with O.D.

#### *OUTREACH Effort*

- Continue working with accreditation associations
- Increase outreach to institutions without faculty development programs
- Work with other organizations in higher education
- Offer support for international groups

The coming year will obviously be an exciting one. Mark your calendars now to attend the POD conference in Milwaukee, October 27-30, 2005. Let's see where we are by then and continue the work that is already underway!

Dee Fink

### **New Core Committee Members**

Please welcome to the Core Committee our new members elected by acclamation for the term March 2005-March 2008.

Michele Di Pietro, Assistant Director, Eberly Center for Teaching Excellence, Carnegie Mellon University

Donna Ellis, Associate Director, TRACE, University of Waterloo

Peter Felton, Assistant Director, Center for Teaching, Vanderbilt University

Richard Reddy, Director of Faculty Development, SUNY-Fredonia

Connie Schroeder, Assistant Director, Center for Instructional and Professional Development, University of Wisconsin-Milwaukee

### **National Institute for New Faculty Developers**

Mark your calendars! The fifth National Institute for New Faculty Developers (NINFD) will be held June 25-29, 2005, in Indianapolis, Indiana, on the campus of Indiana University Purdue University Indianapolis (IUPUI). This five-day intensive, hands-on program is designed to put new faculty developers at ease in their positions, provide a framework for effective instructional

design, guide faculty establishing a new teaching center, and assist in planning faculty development programs.

The institute is geared toward new faculty developers, individuals interested in pursuing the field of faculty development, persons charged with the task of establishing a faculty development center, and individuals responsible for organizing, directing or chairing committees for faculty development activities. Institute faculty include nationally recognized presenters Nancy Chism, Dee Fink, Anastasia Morrone, Marilla Svinicki, Peggy Weissinger and Donald Wulff.

Early-bird registration (by May 1, 2005) is \$900 and includes five days of instruction, all session materials, one dinner, and breakfast and lunch on each day of the conference. The registration fee after May 1 is \$1,100. Please note that the registration fee does not include the cost of accommodations. The University Place Conference Center and Hotel, located on the campus of IUPUI, is the site for the NINFD conference. A block of rooms has been reserved for NINFD attendees. Room rates are \$113 + tax per night for single occupancy or \$128 + tax per night for double occupancy

NINFD 2005 is cosponsored by the POD Network and the Office for Professional Development at IUPUI. For more information or to register, visit our website ([www.opd.iupui.edu/ninfd](http://www.opd.iupui.edu/ninfd)) or e-mail Jesse Nelson ([jesnelso@indiana.edu](mailto:jesnelso@indiana.edu)). We hope to see you in June.

### **Innovation Award 2004 (nee Bright Idea)**

*(During the POD Core Committee meeting in November, the Committee voted to change the name of the long-standing Bright Idea Award to the POD Innovation Award.)*

The POD Innovation Award recognizes new and innovative ideas in professional organizational development. Francis Johnson (Rowan University) was chosen as the overall Innovation Award recipient for 2004. Her idea included the blending of the concepts of speed dating and mentoring. She organizes an event that both potential mentors and mentees attend. At the meeting, there is a block of time during which mentors sit at different tables. Mentees move from table to table every 10 minutes, allowing folks to meet each other in a comfortable way. Evaluations indicated it was very well received by all involved.

The ideas shared by the finalists for the Innovation Award were representative of the great ideas that imbue POD. Corly Brooke (Iowa State University) was chosen as a finalist for her innovative delivery of fac-

ulty development tips and information through video clips. Nancy Chism (Indiana University Purdue University at Indianapolis) became a finalist for her report on the wonderful student learning spaces her center has built. Noreen Gaubatz (Syracuse University) was identified for her creation of a booklet to give feedback to faculty based on student ratings of teaching effectiveness. Sally Kuhlenschmidt (Western Kentucky University) was recognized for her creation of wonderful technology tools, including her searchable database of over 2,300 quotes that many in POD have already used. Robert Moore (Occidental College) became a finalist with his proposal for using collaborative learning labs in introductory courses. A full description of all of these ideas will be listed, along with past Bright Ideas, at the following POD website: <http://atech2.wku.edu/skuhlens/bidea/>.

## **POD-Members List/POD Directory**

This year, POD will introduce a new way of communicating with its members: the POD-Members list. This list will be used to transmit critical and timely announcements or information. Messages will be sent only from the POD central office. (Be assured that we will not be adding unduly to your e-mail clutter!) The POD-Members list is not to be confused with the POD listserv, and it will not replace *POD Network News*. Toward the end of January, you will receive an introductory e-mail message explaining the use of the POD-Members list.

Important to the effectiveness of this tool is the validity of members' e-mail addresses. We encourage you to let the POD central office know if you have a change in your e-mail address.

Reminder: As of January 31st, we shall begin the process of preparing the *2005 POD Directory and Networking Guide*, which is distributed to all members as a member benefit. It is our goal to have member information as accurate as possible, but we are dependent on each of you for that information. If you have had any change in name, title, dept/unit, address, phone, fax, or e-mail over the past year, let us know as soon as possible. Send updated information at any time throughout the year to [podnetwork@podweb.org](mailto:podnetwork@podweb.org).

## **Editing Opportunities**

### **TIA Associate Editor**

Members of POD are invited to apply for the position

of Associate Editor for *To Improve the Academy*. The job will begin in academic year 2005-2006. The work involved is rewarding and of service to POD and the larger higher education community. While duties are not overwhelming, it is a four year commitment—two as Associate Editor and two as Editor. Responsibilities include, but are not limited to, distributing the Call for Proposals, selecting reviewers, reading and editing manuscripts, and communicating with Anker Publishing Co., Inc. Attention to details and adherence to strict deadlines are essential. If you are interested in serving, please complete the enclosed application and mail it to Doug Robertson by March 1, 2005.

### **POD Network News Editor**

If you have ever thought of becoming a newsletter editor, here is your chance! *POD Network News* is looking for an editor who can

- solicit, edit, and rewrite articles and forms,
- produce text for submission to publishers,
- coordinate activities for three issues per year (winter, spring/summer, and fall), and
- invest approximately 12-20 hours per issue.

The individual selected will have an opportunity to transition into the job by collaborating with Mary Everley, our current editor, on the 2005 spring/summer issue. To apply, send your name, contact information, and a brief (one page maximum) description of any past relevant experiences and your vision for the newsletter to [Leora.baron@ccmail.nevada.edu](mailto:Leora.baron@ccmail.nevada.edu). The deadline is March 1, 2005.

### **POD-IDEA Center Notes**

During the past year, POD and the IDEA Center collaborated to develop *POD-IDEA Center Notes*. Each *Note* deals with one of the 20 specific teaching items found on the IDEA form and offers users of the IDEA system two pages of helpful hints, background information, assessment implications, and a short reference list. The first ten *Notes* are available on-line at <http://www.idea.ksu.edu/podidea/index.html>, and the second set should be available in the spring.

### **Thriving in Academe**

In the February 2005 issue of *Thriving in Academe*, Susan Ambrose and Michael Bridges will explore the process of becoming a master teacher. Leora Baron will write on teaching/training model integration for the April 2005 issue. POD members interested in writing

on any of the topics listed below, or who have ideas for other topics not recently covered, should contact Hoag Holmgren at [hoagh@colorado.edu](mailto:hoagh@colorado.edu).

### **Upcoming topics for *Thriving in Academe***

- Testing Variety
- Non-traditional/Adult Students
- Teaching & Training Models Integration
- Concept Mapping
- Critical Thinking
- Instructors, educators, Mentors—The Multiple Roles of Teaching Faculty
- Meaningful assignments
- Service Learning
- Integration of Online T&L—Critical Issues to Consider

### **Faculty/TA Instructional Development Internship Grant**

The Diversity Commission invites POD member institutions to start thinking ahead about applying for the 2005 Faculty/TA Instructional Development Internship Grant. The purpose of the grant is to provide a POD member institution with funding to help support an internship for a person of color who wishes to explore career opportunities in faculty/TA instructional development. The sponsoring unit would then assist the intern in searching for a position in faculty development. Past grant recipients include the University of Michigan, the University of Southern Colorado, the University of Massachusetts-Amherst, Ohio University, the Collaboration for the Advancement of College Teaching & Learning, and Kennesaw State University.

The deadline for submitting a proposal is May 2, 2005. For more information see [http://www.podnetwork.org/grants&awards/inst\\_dev.htm](http://www.podnetwork.org/grants&awards/inst_dev.htm), or contact Internship Committee Co-Chairs Wayne Jacobson ([wjacobs@u.washington.edu](mailto:wjacobs@u.washington.edu)) or Patricia Covarrubias ([Patricia.Covarrubias@mso.umn.edu](mailto:Patricia.Covarrubias@mso.umn.edu)).

### **Diversity Commission Travel Grant—New Deadline**

Every year, the Diversity Commission awards several travel grants to individual faculty developers or teams to support their attendance at the POD conference. These grants are part of POD's ongoing effort to increase the organization's presence and impact with underrepresented audiences. To help grant recipients in their financial planning for the upcoming fiscal and

academic year, we are moving the deadline for the travel grant applications to Monday, May 2, 2005.

Please share this information with potential candidates who would benefit from POD and bring fresh perspectives to the organization. Contacts at Historically Black Colleges and Universities, Hispanic Serving Institutions, and Tribal Colleges are encouraged. More information about the application process can be found on the POD website at <http://www.pod-network.org/grants&awards/diversitytravel.htm>. If you have any questions contact Michele DiPietro ([dipietro@andrew.cmu.edu](mailto:dipietro@andrew.cmu.edu)), Chair of Travel Grants, or Peter Felten ([peter.felten@Vanderbilt.Edu](mailto:peter.felten@Vanderbilt.Edu)), Vice-Chair of Travel Grants.

### **POD Conference Comments**

Reviewing our 29th annual conference that was held in Montréal, Quebec, Canada, November 4-7, 2004, is very exciting because it was a wonderfully energizing event. We had a record attendance of 678 persons. Of this number, 100 attendees were from Canada, 561 persons were from the U.S.A., and 17 persons were from other countries. International participants came from Israel, Japan, Kenya, Lebanon, Thailand, Scotland, and the United Kingdom.

The record attendance created some problems, but they were addressed quickly and in a variety of ways. Thanks to all for their good humor and cooperation! Sessions, workshops, and presentations were exciting; the buzz of informal conversations was marvelous to hear. If you were not able to attend, we hope colleagues have shared their ideas and experiences with you.

Now, let us look forward to our 30th annual conference, another great event already being planned by our conference committee. It will take place in Milwaukee, Wisconsin, U.S.A., October 27-30, 2005. The call for proposals will be circulated in the early spring.

### **Other Conferences**

The Higher Learning Commission's New Criteria and Assessment Workshop sponsored by The Collaboration for the Advancement of College Teaching & Learning in conjunction with the NCA's Higher Learning Commission, January 31, 2005, Bloomington, MN. For more information, contact Cheryl Hilinski, Program Director, 651-646-6166, [hilinski@collab.org](mailto:hilinski@collab.org). Registration materials available at [www.collab.org](http://www.collab.org).

"Assessment: Informing Teaching, Learning, & Institutional Change," sponsored by The Collaboration for the Advancement of College Teaching & Learning, February 18-19, 2005,

Bloomington, MN. For more information, contact Marla Amborn, Program Director, 651-646-6166, [amborn@collab.org](mailto:amborn@collab.org). Registration materials available at [www.collab.org](http://www.collab.org).

"Finding Meaning and Purpose: Integrating our Personal and Professional Selves," New England Faculty Development Consortium 2005 Faculty Development Spring Roundup, University of Connecticut, Storrs, CT, Friday, June 2, 2005. For more information, contact Eric Kristensen at [erickris@uottawa.ca](mailto:erickris@uottawa.ca) or visit <http://nefdc.org>.

"Sustaining Innovation for Greater Student Learning in a Climate of Rapid Change," a residential summer institute sponsored by The Collaboration for the Advancement of College Teaching & Learning, June 7-11, 2005, Minneapolis, MN. Project proposals due March 3. For more information, contact Marla Amborn, Program Director, 651-646-6166, [amborn@collab.org](mailto:amborn@collab.org). Registration materials available at [www.collab.org](http://www.collab.org).

## New Faces and Places

Muriel Blaisdell has joined the staff of the Center for the Enhancement of Learning and Teaching at Miami University as a faculty teaching associate. She is serving as chair of the faculty development subcommittee of Miami's Liberal Education Program that will be implementing workshops next term on teaching and learning involving liberal education principles.

The Center for Excellence in Teaching (CET) at Georgia Southern University welcomes its new director, Eric H. Hobson. Dr. Hobson joined Georgia Southern following many years of faculty development at the Albany College of Pharmacy and the St. Louis College of Pharmacy. Eric's e-mail address is [ehobson@georgiasouthern.edu](mailto:ehobson@georgiasouthern.edu). The CET also welcomes Ms. Ludy Goodson as Coordinator of Instructional Services.

Douglas Robertson will become the Assistant Provost for Professional Development Programs at Northern Kentucky University on January 18, 2005. He can be reached at the following address: Faculty Development Center, SL 220, Highland Heights, KY, 41099.

## Books by POD Members

Braxton, J. M., & Bayer, A. E. (Eds.). (2004). *Addressing faculty and student classroom improprieties*. New Directions for Teaching and Learning, No. 99. San Francisco, CA: Jossey-Bass.

Marcinkiewicz, H. & Doyle, T. (2004). *New faculty professional development: Planning an ideal program*. Stillwater, OK: New Forums.

Qualters, D. M., & Diamond, M. R., (Eds.). (2004). *Chalk talk: E-advice from Jonas Chalk, legendary college teacher*. Stillwater, OK: New Forums.

## Newsletter Deadline

Submissions for the 2005 spring/summer issue of *POD Network News* should be sent via e-mail to Mary Everley at [EVERL001@UMN.EDU](mailto:EVERL001@UMN.EDU) by April 1, 2005. Single-spaced articles that contain no special formatting are preferred.

## Diversity Begins at Home: Multiculturalism in State and Regional Studies

Barbara Lounsberry, University of Northern Iowa

*With the Spring-Summer 2004 issue of the POD Network News we introduced a new feature by including a lengthier article to invite reflection. We continue with a selected POD Essay on Teaching Excellence. The essay series is available by subscription, and reproduction of this article is limited to subscribers. This essay is from Vol.13, no.7, 2002*

"O brave new world, that has such people in it," Miranda exclaims at the close of Shakespeare's *Tempest*. As we begin our brave new millennium, few question the need for multicultural education. Instead, college faculty and administrators are seeking diversity experiences most appropriate for their institutions and missions.

One answer lies right in our own backyards. State and regional studies can offer faculty, staff, and students experiences with all kinds of diversity (racial, ethnic, religious, cultural, sexual)—even in locales that think of themselves as "homogenous."

## Our Project

Recently, two of my faculty colleagues (Kamyar Enshayan from Physics and Kenneth Lyftogt from History) joined me, an English professor, in an inter-

disciplinary project that took as its premise the hypothesis that state and regional studies *currently going on* at our Midwestern public university of 14,000 were an untapped natural resource for multicultural education. We followed the steps below, and offer the results of our work as possible useful information for others.

Our first step was to inventory the 2,413 courses listed in our university's catalogue that make up our institution's formal curriculum.

### **Inventory Findings:**

- Nearly 8% (184 courses) are devoted *directly* to state or regional studies. Examples: "Studies in Midwestern Literature," "History of Iowa," and "Iowa Natural History."
- Another 18% (436 courses) may offer units or assignments on state or regional *ramifications* of the course topic. Examples: "Urban and Regional Economics," "Prairie Ecology," and "Rural Education: Field Study."
- Together, more than 25% of our current courses (620 of 2,413) offer opportunities for state and regional exploration.

### **Conversations with Colleagues**

Our next step was to send a mailing to all department heads, program heads, and external services directors asking them to identify faculty and staff members teaching or engaged in research on Iowa or Midwestern topics, as well as to highlight specific courses and other learning experiences available in their units.

We then followed up with personal interviews with these colleagues to learn more about their work—and to obtain materials from them for our Iowa and Midwestern Studies Resource Collection, begun at our university library. (Most were delighted to find there were colleagues in other departments and colleges who were interested in their work!) To facilitate information sharing, we are currently creating an electronic list-serv connecting faculty, staff, students, and community members engaged (or just interested) in state and regional studies.

### **Curriculum Development**

Drawing on this wealth of information, we drafted curriculum proposals for: (1) a 20-22 hour Certificate Program titled "Iowa and Midwestern Culture and Community"; (2) a 23-25 hour minor (or "emphasis" for teaching majors) in state and regional studies; and (3) a 36-37 hour major in state and regional studies. Our motives in all these endeavors are double: state and regional studies have merit in their own right; however, they simultaneously involve "real world" diversity

experiences.

An essential concept we have learned from POD Conference sessions on diversity is that colleagues and students (young and old) who feel *uncomfortable* talking about racial, ethnic, religious, or sexual matters are more comfortable talking about their own (or their family's) ethnic or religious or sexual histories (and intricacies and challenges!). That often is the place to begin. The same holds true of community, state, and regional studies. They are natural and familiar—not to mention, easily accessible—starting points.

Yet a paradox tends to prevail: we are like fish in water. We take our environment for granted, viewing the world through it, but failing to recognize its own composition. Those on our campus who have bought into the myth that Iowa is white, homogeneous, and bland are surprised to make Cornell University historian Carol Kammen's discovery (1988) that nationalities settling in Iowa retained much ethnic coherence across the nineteenth and twentieth centuries. Thus, Iowa has its Dutch communities, its Scandinavian communities; its Czech communities; its German communities; its Meskwaki Indian settlement in Central Iowa; its African-American communities and enclaves throughout the state; its new Bosnian, Vietnamese, and Hispanic settlements; its (now famous) arrival of Hassidic Jews in Postville; and its gay communities.

The same surprising experience greets those exploring "Iowa Geology" (not as flat as they had thought), "Prairie Ecology," or "Midwestern Literature" (Louise Erdrich, Ray Young Bear, Gwendolyn Brooks, Willa Cather, Saul Bellow—as well as Twain, Fitzgerald, Hemingway, and T. S. Eliot).

### **Natural Starting Place for Global Studies**

We claim, therefore, that state and regional studies can be an important complement to international studies. In truth, those striving for global awareness often seek to "ground" their understanding of *other* cultures through a strong sense of their own "place." One might argue, in fact, that a rich sense of one's own landscape and culture is necessary for proper appreciation of another. For some students and colleagues, state and regional studies can be a stepping-stone to international studies while for others such studies can provide a rich experience of racial, ethnic, religious, cultural, and sexual diversity *in itself*—should they be unable to pursue international studies.

State and regional studies are only one gateway to multiculturalism. However, we believe that drawing on (and even providing faculty, instructional, and

organizational support for) the diverse state and regional studies already going on (usually in isolation) on college campuses can:

- Enhance faculty development (as colleagues in diverse disciplines share their work with each other).
- Improve the curriculum (as state and regional learning experiences are linked in synergistic ways).
- Create productive new organizational structures (such as our list-serv of faculty, staff, students, and community members across the state and region engaged—or just interested—in state and regional studies).
- Create unique relationships among faculty, staff members, students, and area citizens engaged in fascinating on-site work.
- Contribute to the institution's mission. \*Help our students—and ourselves—move beyond old or stereotypical images of our states, regions, and world.
- Better prepare students, faculty, and staff members to live in and contribute to the state and region.
- And, at the same time provide a first (or alternative) experience in multicultural education.

Some colleagues believe multiculturalism must be taught *directly*, that is, as multiculturalism, or else colleagues and students will miss the point. We strongly support such practice. We are not suggesting that state and regional studies replace multicultural courses and workshops, but that they can serve as an important complement, even reinforcement, for multicultural initiatives. Education in diversity is an almost inescapable by-product of immersion in state and regional studies—whether one is studying the state's or region's history, geology, art, vegetation, music, economy, or religion.

We believe state and regional studies do not have to be "provincial"—in the negative sense of the world. Properly pursued, state and regional studies can help colleagues and students appreciate the rich (and diverse) texture of their environment—and recognize that this is, in fact, the way of the world. As Fred S. Matter (2000) has written of the growing architectural movement called Critical Regionalism, such studies can help us address essential human longings: the yearning to reconcile the specific and the universal, tradition and innovation, the transitory and the enduring.

## References and Resources

Gibbins, R. (1982). *Regionalism, Territorial Politics in Canada and the United States*. Toronto, Canada: Butterworths.

Kallab, V. (Ed.) (1997). *Reflections on Regionalism: Report of the Study Group on International Trade*. Washington DC: Carnegie Endowment for International Peace.

Kamen, C. (1988). *On Doing Local History: Reflections on What Local Historians Do, Why, and What It Means*. Nashville, TN: The American Association of State and Local History.

Matter, F. S. (2000). Critical Regionalism from a Desert Dweller's Perspective.  
<http://128.196.42.70/OALS/ALN/aln28/matter.html>

Naisbitt, John. (1994). *Global Paradox: The Bigger the World Economy, the More Powerful Its Smallest Players*. New York, NY: Morrow.

## Connecting with POD

Get the most out of your POD membership:

Subscribe to the POD listserv by joining at <http://list-serv.nd.edu/archives/pod.html>. This electronic discussion list is hosted by the University of Notre Dame's John A. Kaneb Center for Teaching and Learning.

Attend the 30th annual POD conference. It will take place in Milwaukee, Wisconsin, U.S.A., October 27-30, 2005. The call for proposals will be circulated in the early spring. The most current information about the annual conference can be found on the POD web site at <http://podnetwork.org> under *Conferences* and 2005.

Bookmark POD's Web site at <http://podnetwork.org>

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## Contacting the POD Office

Winter 2005

It is our goal at the POD office to respond to members' questions, concerns, needs, and interests as courteously and promptly as possible. Please contact us at the address below if we can assist you.

Frank and Kay Gillespie, Executive Directors

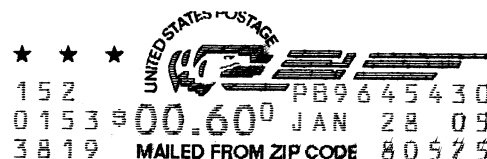
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☐ teaching portfolios \_\_\_\_\_

☐ program assessment/evaluation \_\_\_\_\_

☐ faculty consultations \_\_\_\_\_

☐ graduate/professional teaching \_\_\_\_\_

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☐ multiculturalism and diversity \_\_\_\_\_

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☐ TQM/CQI \_\_\_\_\_

☐ active learning \_\_\_\_\_

☐ experiential learning \_\_\_\_\_

☐ collaborative/cooperative learning \_\_\_\_\_

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